

The Timeline of the Constitution Grade 5th

Developed for
Kansas Historical Society at the
Library of Congress, Midwest Region Workshop
“It’s Elementary: Teaching with Primary Sources,” 2012

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Overview- This lesson uses images to help students become familiar with some of the important events in America’s history which led to the writing of the *Constitution of the United States*. Using a primary and several secondary images students will learn how to “read” a picture and draw conclusions. Reading the image will be conducted through an activity called “magic eye.” Students will create their own timeline to put these events in order. This lesson will take between 45 to 60 minutes, depending upon the time allowed for discussion and research.

Standards

History:

Benchmark 4, Indicator 2: The student will examine multiple primary sources understand the point of view of a historical figure.

Benchmark 4, Indicator 5: The student will observe and draw conclusions.

Common Core ELA

Speaking and Listening

SL.5.1: The student will engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Objectives

Content

- The student will learn about the important events that led to the signing of the Constitution by studying primary and secondary images.
- The student will learn about primary and secondary sources and through investigation be able to depict which image is a primary source.

Skills

- The student will analyze an image relating to an important event in U.S. history.
- The students will relate this picture back to the Constitution and present their findings to the class.

Image	Description	Citation	URL
	<p>Boston Tea Party This is a mural shows several men standing on the dock tearing open boxes of tea and throwing them into the harbor. (secondary)</p>	<p>Reid, Robert, 1862-1929- artist Detroit Publishing Co., copyright claimant Detroit Publishing Co., publisher Library of Congress</p>	<p>http://www.loc.gov/pictures/item/det1994023444/PP/</p>
	<p>This engraving illustrates the battle of Lexington, during the American Revolution. (secondary)</p>	<p>Published and created by John H. Daniels and Son- c1903 Reproduction Number: LC-DIG-pga-00995</p>	<p>http://www.loc.gov/pictures/resource/pga.00995/</p>
	<p>The Times. anno. 1783 Print showing John Bull throwing up his arms in despair as the devil flies away with a map labeled America. This cartoon is about the Treaty of Paris, signed at the end of the America Revolution. (primary)</p>	<p>Gillray, James- 1756-1815, Published by W. Humphrey No. 227 Strand, 1783 April 14th Library of Congress Reproduction Number: LC-DIG-ppmsca-10741</p>	<p>http://www.loc.gov/pictures/item/2004676762/</p>

Image	Description	Citation	URL
	<p>Scene at Signing of the Constitution This painting depicts the founding fathers gathered around the document and each one is coming up and signing the Constitution. (secondary)</p>	<p>Howard Christy, artist, 1940 Horydczak Collection, Horydczak, Theodore, 1890-1971, photographer Library of Congress</p>	<p>http://www.loc.gov/pictures/item/thc1995014101/PP/</p>

Lesson Plan

Day 1

1. See **For the Teacher** for the advance preparation needed for this lesson.
2. Conduct a discussion about the *U.S. Constitution*. Ask students why events in American history were related to the development of the Constitution? Why did Americans believe the Constitution was needed?
3. Ask the students if they know what a primary source and a secondary source is? Give the definition that a primary source is a document, image, news article, etc. produced at the time of the event or by a person involved in the event. A secondary source is a document that has been created after the event, based on the interpretation of someone who has researched the event or person.
4. Divide the class into seven groups. Inform the students that each group will be using a “magic eye” to study a different image related to events that occurred prior to the writing of the *United States Constitution*.
5. Explain how to use the “magic eye” to carefully examine various parts of their picture. As the members examine the image and discuss what they are seeing one member of the group will record their observations on their **Magic Eye graphic organizer**.
6. Ask the students to open the envelope on their table and remove the image.
7. Give the students three to five minutes to discuss their findings and answer the questions including making a guess as to whether the image is a primary or secondary source.
8. To answer the question of primary or secondary source distribute laptops to each group or go to the computer lab.
9. Each group will locate their picture in the Library of Congress website by typing in the url www.loc.gov and going to the “prints and photograph” section. To find information about their picture they must search for the title of the picture. Once they have located the correct picture have them check the date created or

published. With this additional information the students can tell if the image is a primary or secondary source.

10. Have each group write the date the image was created on the **Magic Eye graphic organizer** below question 4.
11. Now have the students do a search to find more information related to the event their image is depicting. On the back of their **Magic Eye graphic organizer** have them write the importance of the event and the actual date of its occurrence.
12. Bring the class back together for each group to report what they saw in their picture. Project the image on the screen as students are discussing it. Allow the group to use the “magic paper” **[See for the Teacher]** to enlarge the objects in their image as they point to them. Each group must also share their findings about the event. Then they should reveal whether their image is a secondary or primary source and explain why (based on the date of creation).
13. Finally ask each group to place their picture in the order first event to the last event. After this is complete add the timeline arrows.

Assessment

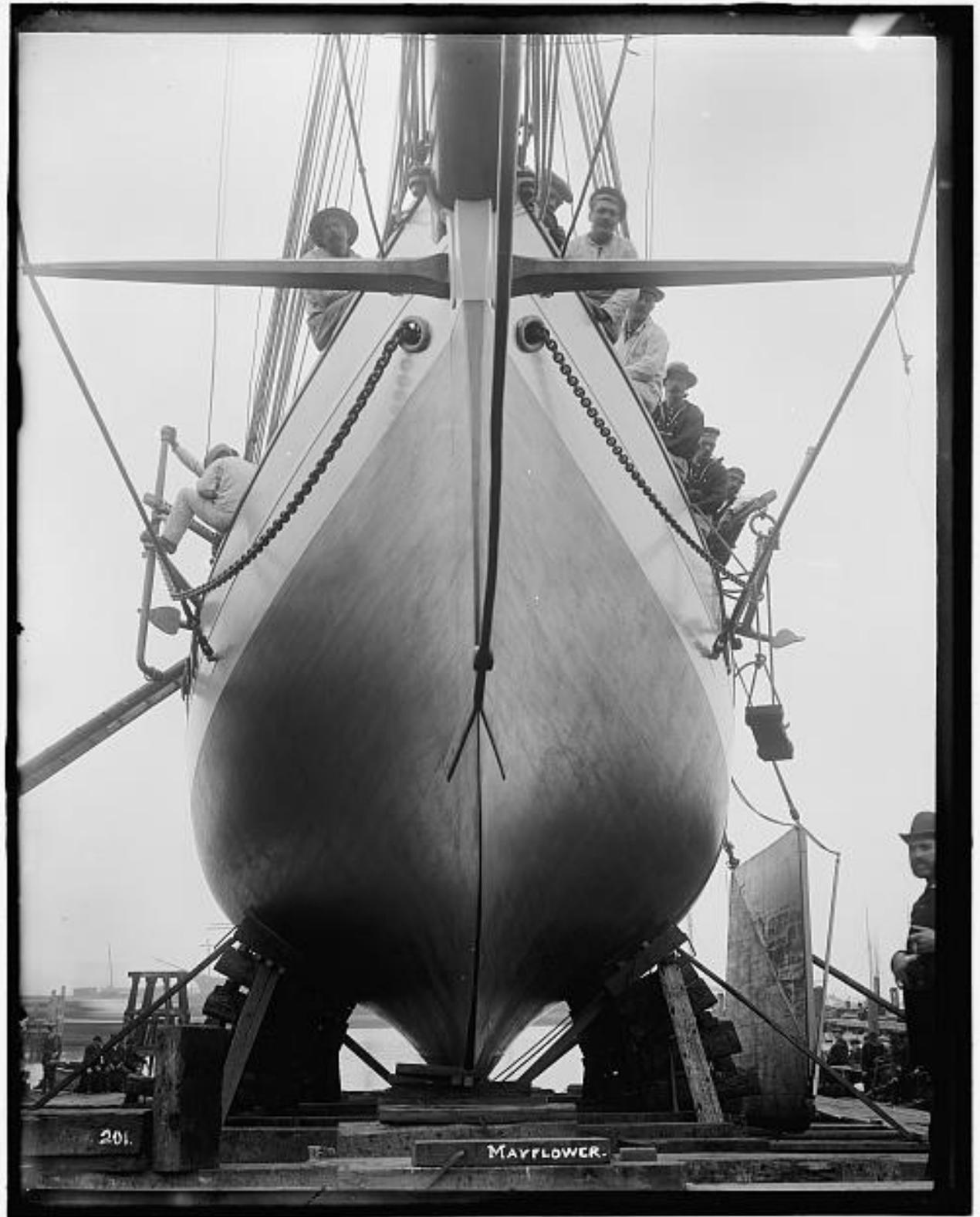
1. Evaluate the students’ ability to work in a collaborative group.
2. Evaluate the students’ ability to generate ideas and discuss what is happening in the picture or painting.
3. Evaluate the magic eye worksheet created by each group.
4. Evaluate the knowledge based on the research that was produced by each group.
5. Evaluate the students’ ability to depict between a primary and secondary source.

For the teacher

- This lesson involves advanced preparation.
 1. The teacher needs to collect, distribute, and place each of the seven images in a separate envelope and place one envelope on each table that the students will be working at.
 2. Familiarize yourself with the pictures by using the resource table. Although only two of the images are actually primary sources, the images can represent events in history prior to the writing of the Constitution. You may choose to use different images with more primary source ones among the selection.
 3. Prepare enough **Magic Eyes** for each student. You can copy the template provided with the lesson on to heavy card stock (laminating is optional) and cut out the center of the eye. Or simply fold a 9X12 piece of construction paper for each student and cut a small hole in the middle.
 4. Prepare one **Magic Paper** for bringing out small parts of the image when projected on a screen. To do this, attach a piece of white card stock paper to cardboard. Attach a ruler to the back to use as a handle. As the students are discussing their image have them place the **Magic Paper** flat against the screen on the place they want the other students to focus. Slowly pull the paper out from the screen and the image they are explaining will pop out from the rest of the image.

- What is the Constitution? The constitution is the statement of fundamental laws: a written statement outlining the basic laws or principles by which a country or organization is governed.
- Use this website for a resource about the Constitution:
<http://www.usconstitution.net/const.html>. Another source might be your student's textbook.

Mayflower (sloop)



Defeat of General Braddock in the French and Indian War



The massacre perpetrated in King Street Boston on
March 5th 1770



*The Massacre perpetrated in King Street Boston on March 5th 1770, in which
Mess^{rs} Sam^l Gray, Sam^l Maverick, James Caldwell, Crispus Attucks
Patrick Carr were Killed, six others Wounded, two of them Mortally.*

Boston Tea Party

ROBERT REID, N. A.



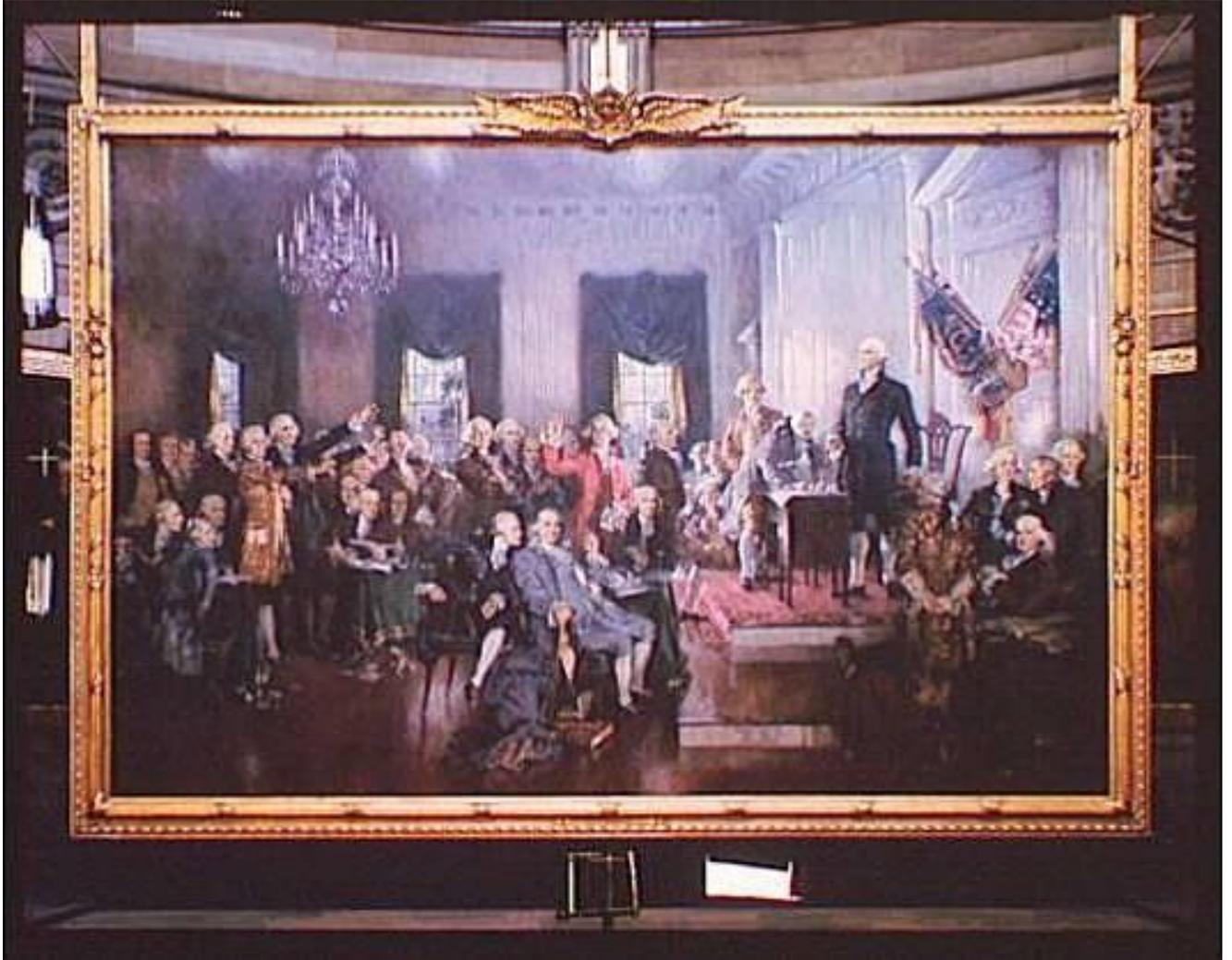
M 713 BOSTON TEA PARTY

The battle of Lexington

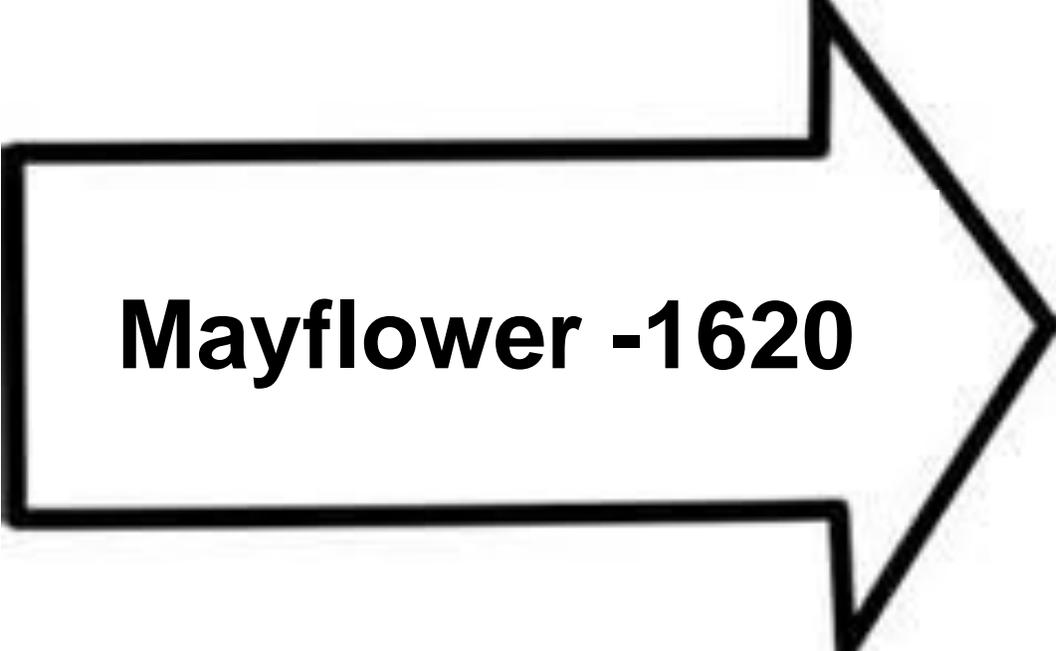




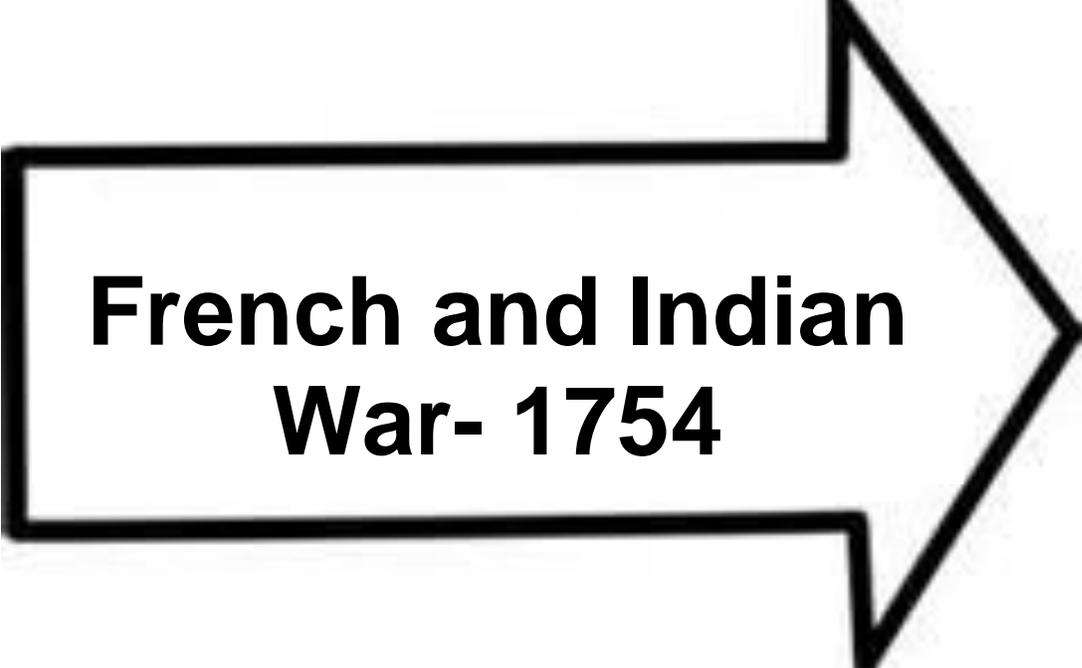
**Scene at Signing of the
Constitution**



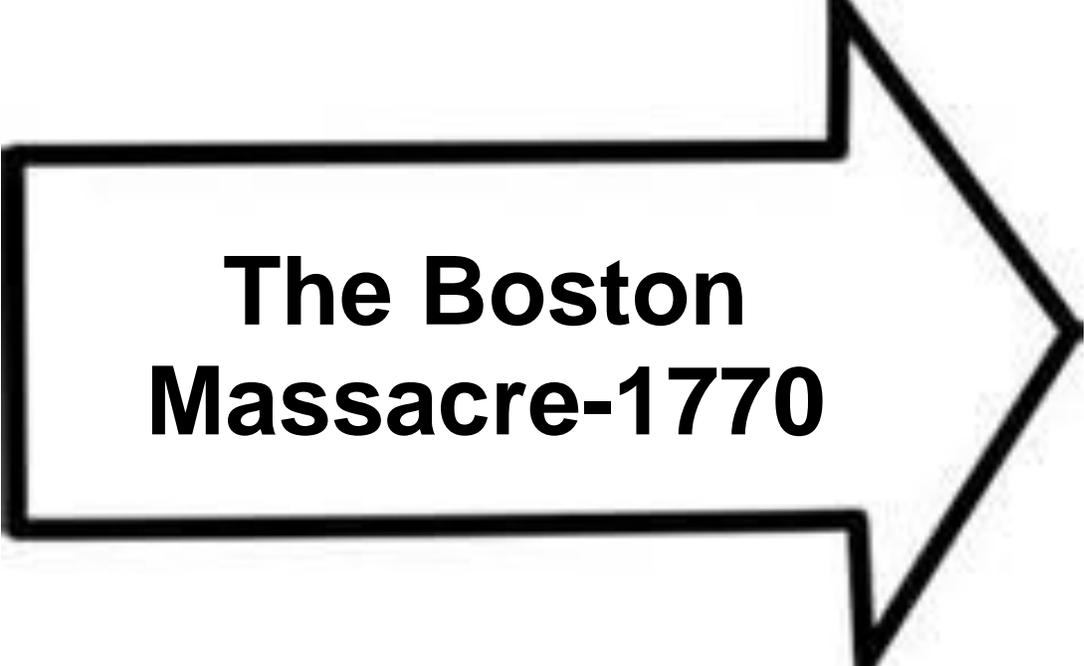
The Events in a Timeline of the signing of the Constitution



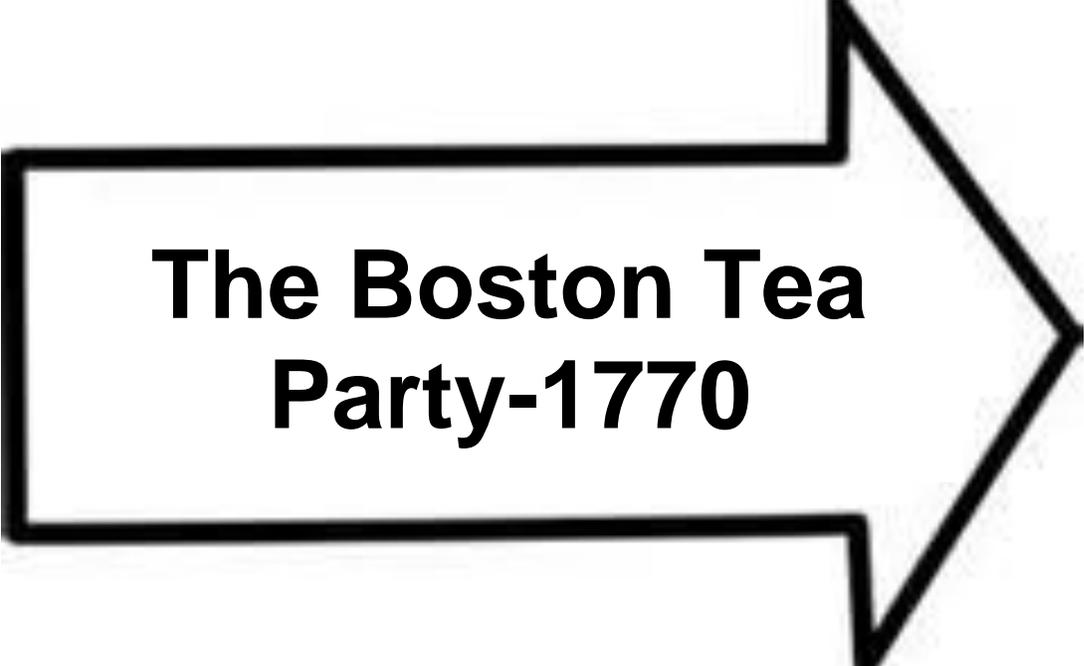
Mayflower -1620



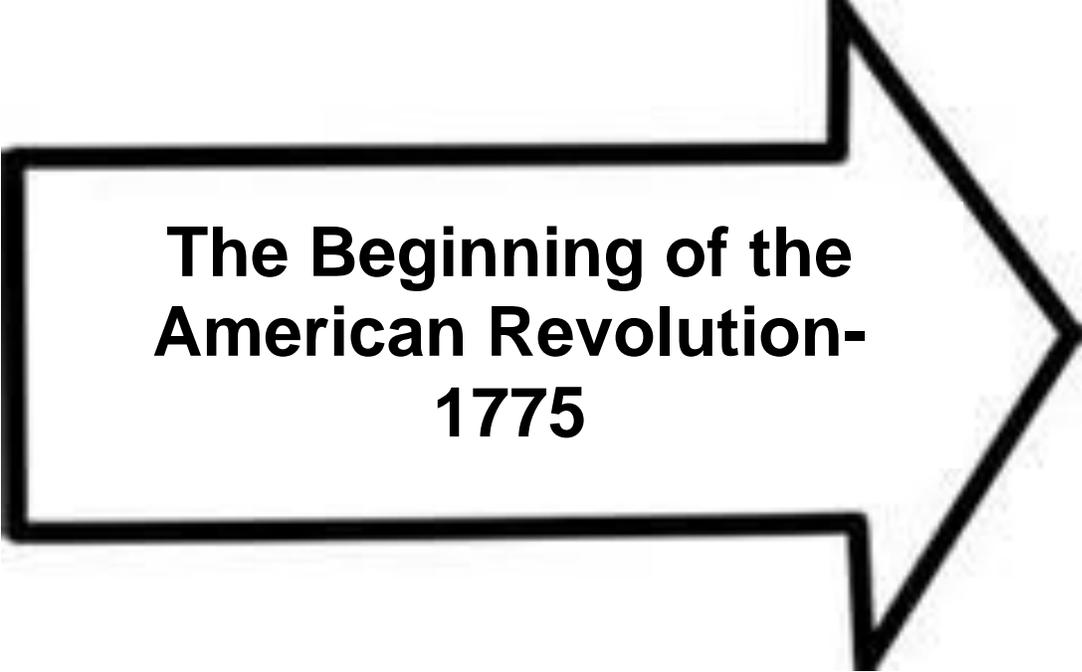
**French and Indian
War- 1754**



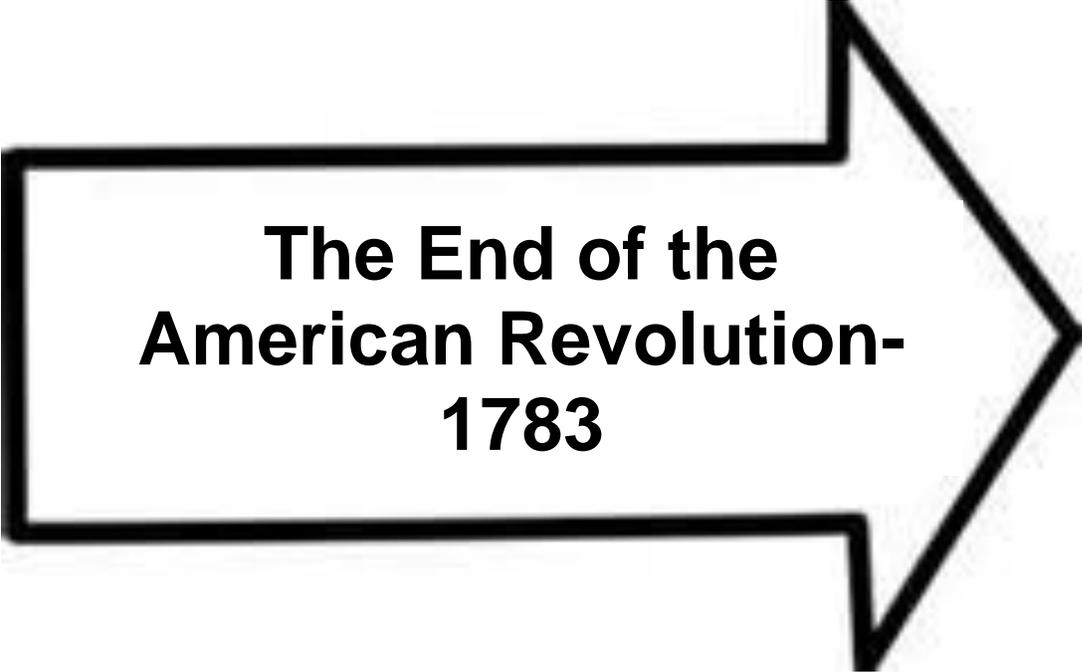
**The Boston
Massacre-1770**



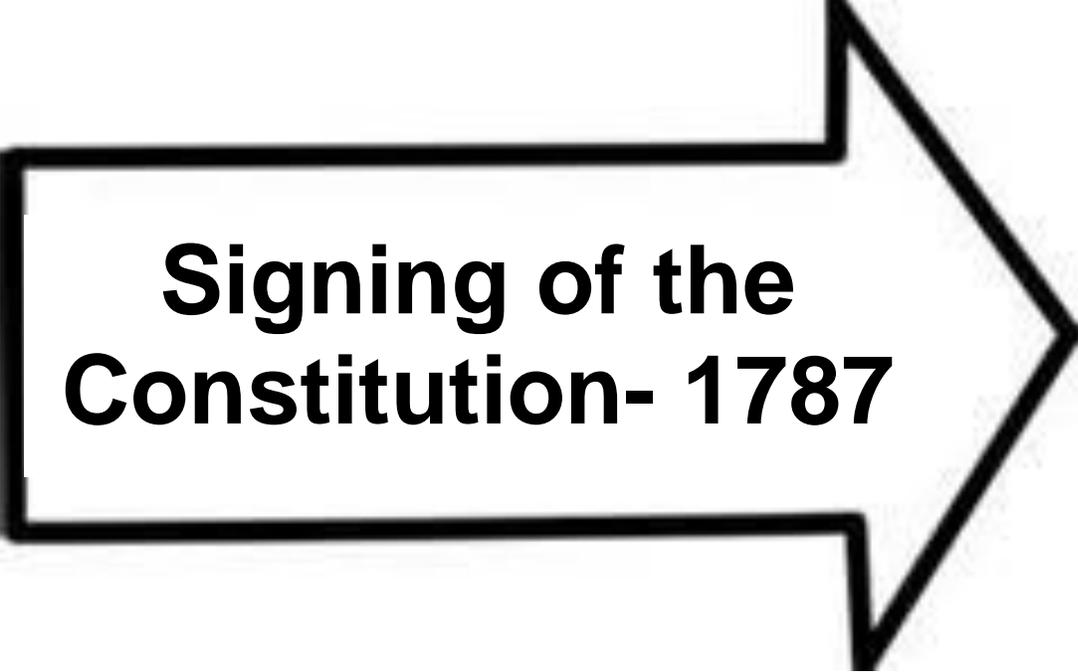
**The Boston Tea
Party-1770**



**The Beginning of the
American Revolution-
1775**



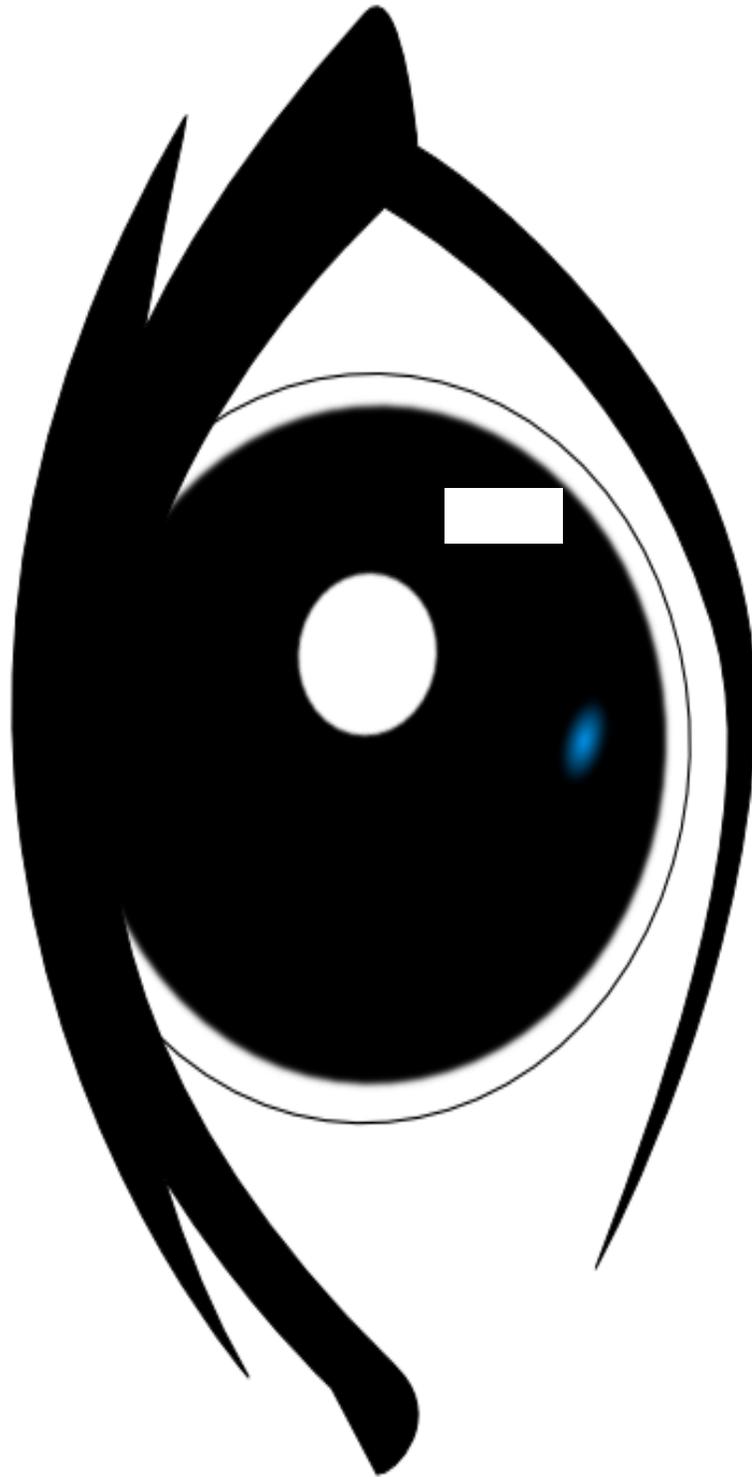
**The End of the
American Revolution-
1783**



**Signing of the
Constitution- 1787**

Magic Eye

Laminate or copy on heavy card stock one for each student. Cut out the center of the eye.





THE MAGIC EYE

Names _____

Directions: As you examine this photograph with the Magic Eye, complete the chart below by writing down what you observe about each of categories below. When finished, answer the questions at the bottom of the page.

People	Things	Activities

1. What does your picture tell you about?
2. What events might be happening in this picture?
3. What questions do you have about your picture?
4. We believe this is a (primary or secondary) source.